DOCUMENT RESUME

ED 085 820 EA 005 628

TITLE	ERIC Abstracts: A Collection of ERIC Document Resumes on the Use of Futurism in Educational Planning. ERIC Abstracts Series, Number Thirty.
INSTITUTION	American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	73
CONTRACT	OEC 0-8-080353-3514
NOTE	19p.
AVAILABLE FROM	National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00406, $2.00, Quantity Discounts)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Educational Change; Educational Objectives; *Educational Planning; Educational Programs; Elementary Education; *Futures (of Society); Secondary Education

ABSTRACT

Futurism is a process of speculation on alternative possibilities for the future. Such a process leads to a clearer conception of future needs and resources. Applied to education, futurism can aid in longrange planning on a local, district, State, or national level. ERIC abstracts on the application of futurism to educational planning, announced in RIE through July 1973, are presented. The key terms used in compiling this collection are "Educational Change," "Educational Planning," and "Futures (of Society)." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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ERIC Abstracts

A Collection of ERIC Document Resumes on

The Use of Futurism in Educational Planning

Compiled by

the

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

1973

EA 005 628

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PREFACE

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Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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ERIC Abstracts Series, Number Thirty

Published by

National Academy for School Executives
1801 North Moore Street
Arlington, Virginia 22209

Single copy, $2.00

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INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, more than five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of currency, significance, and relevance to the topic.

For this compilation on the use of futurism in educational planning, the index terms used are EDUCATIONAL CHANGE, EDUCATIONAL PLANNING, and FUTURES. The documents include materials on the process of futurism, the need for speculation on the possible futures of education and society, and the application of such speculation to educational planning. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses.

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1. Barnes, Ron. Learning Systems for the Future. Fastback Series, No. 9. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1972. 38 pages. ED 073 566 Document not available from EDRS. (Available from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401. $0.50; set of six, $2.00; quantity and membership discounts.)

   Ideas for learning system innovations presented in this report are based on a scenario being developed for the Minnesota Experimental City. The primary function of the Minnesota system is to assist the individual learner to discover his interests, assess his needs, set his learning objectives, and pursue those objectives. The text discusses characteristics of the Minnesota learning system; procedures for orienting learners to the system; people involved; and tools, resources, and facilities to be used.

2. Burdin, Joel L. Futurism: A Needed Process in School Personnel Preparation. East Lansing: Michigan State University, 1970. 31 pages. ED 036 497 MF $0.65 HC $3.29

   This paper projects present trends and capabilities into the future, makes conjectures as to the educational implications of those trends, and proposes some possible responses for persons involved in the preparation of school personnel. The report is simultaneously an illustration and an application of the process of futurism, with its increasing relevance to systems-based educational planning. The author introduces the rationale for the paper and presents a series of eighteen charts designed as tentative process models that, if extended and refined, could serve as a basis for responding to, and perhaps even influencing, the needs of the future. Each chart focuses on one of eighteen societal trends and outlines its possible consequences in terms of educational outcomes, impact on school personnel, impact on preparation programs, and illustrative responses. The text includes a synthesis and discussion of the contents of the charts, identifies and responds to eight basic questions that anticipate the demands of the projected future, and urges that an active and continuous dialogue be addressed to such questions. In his conclusion, the author stresses two possible and opposite directions in which educators may move: one direction based on an obliteration of democratic values, the other on a fuller realization of those values.

3. Department of Health, Education, and Welfare. Learning into the Twenty-First Century. 1970 White House Conference on Children, Report of Forum 5. (Working Copy). Washington, D.C.: 1970. 26 pages. ED 046 524 MF $0.65 HC $3.29.

   In this nation, the right to learn what there is to learn has been denied because of prejudice and adherence to unproductive teaching techniques.

There has been too little acceptance of advanced practices. Federally funded experimental schools must be initiated to generate alternatives to present learning modes and to develop exemplar models of philosophy and practice. Learning must become an end in itself, an individual choice implying an individual definition of success. Modern technology will be implemented for flexible scheduling and progress rates. Acknowledging the growing emphasis on television in the home, the forum suggests each home house computers and microfilm libraries. "School" will focus on human interaction and the ability to know oneself. Teachers will be engaged in preparing computerized lessons, evaluating programs, and counseling. Therefore, funds must be allocated for redesign of teacher education. The achievement of this program necessitates commitment backed by resources and action. The report recommends massive expenditures of federal funds for the development of forward-looking practices and learning options and suggests that the nation's birthday, 1976, be made an occasion for nationwide dialogue about the entire learning situation in the United States.

4. [Designing Education for the Future]. Morphet, Edgar L., and Ryan, Charles O., editors. Designing Education for the Future. No. 3, Planning and Effecting Needed Changes in Education. Denver: 1967. 328 pages. ED 022 575 Document not available from EDRS. (Available from Citation Press, Educators Service Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York. $3.75.)

   The primary purpose of the nineteen papers and nine supplementary statements developed for the third Designing Education for the Future conference is to explore planning and processes to effect needed educational changes. Areas included in the discussion are state responsibility, political influences, research development and dissemination, urban problems, and planning for changes in individual school districts. Documents 4 through 7 are related.

5. [Designing Education for the Future]. Morphet, Edgar L., and Jesser, David L., editors. Planning for Effective Utilization of Technology in Education. Designing Education for the Future, No. 6. 1969. 385 pages. ED 029 478 Document not available from EDRS. (Available from Citation Press, Educators Service Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, New York. $3.75.)

   This volume presents thirty-four papers in which thirty-nine authorities from education and industry discuss the contributions modern technology can make to educational planning, research, programs, and instructional processes. Documents 4 through 7 are related.

6. [Designing Education for the Future]. New Mexico State Department of

Education. Designing Education for the Future: An Eight State Project. Final Report. Santa Fe: 1969. 292 pages. ED 031 326 MF $0.65 HC $9.87.

The eight western states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming initiated the three-year Designing Education for the Future project to plan on a ten to fifteen year projected basis all aspects of education for which state agencies are responsible or with which such agencies are concerned. This document, the final project report for the state of New Mexico, is divided into major sections that develop the rationale for suggested changes in the following areas: the role of the New Mexico State Department of Education, commitments for an adequate statewide educational program, the government of education within the state, and the financing of a quality educational program in the state. A separate section details the history and development of education in New Mexico. An extensive bibliography cites regional and state project publications and annotates relevant reports and books. The appendixes include a copy of the School District Information Inventory and graphs resulting from a statewide survey. Documents 4 through 7 are related.

7. [Designing Education for the Future]. Morphet, Edgar L., and Jesser, David L., editors. Designing Education for the Future: Rationale, Procedures and Appraisal. Final Report and External Evaluation. Denver: 1969. 161 pages. ED 035 078 MF $0.65 HC $6.58.

   The major purpose of Designing Education for the Future is to assist educators and lay citizens in the eight participating states in devising a program of educational improvement. This report by the project director presents information on educational changes covered by the program and builds a rationale for effecting those changes. State programs were organized separately, though each state appointed a coordinator and selected an advisory committee. The text includes statements on educational finance and the need for preparing educators for the future and some specific procedures and accomplishments of projects in the eight states. The major accomplishment was the breakdown of regional bias and the discovery of mutual strengths. An external evaluation of the project completes the report. The paper concludes that prospects for continued improvement in educational quality lie with the ability of state and local leadership to effect educational change, especially through comprehensive planning and implementation. Documents 4 through 7 are related.

8. Educational Inquiry, Inc. Schooling for the Future: Toward Quality and Equality in American Precollegiate Education. Los Angeles: 1971. 609 pages. ED 058 497 MF $0.65 HC $23.03.

A study of educational changes and innovations needed to improve the quality of American elementary and secondary education sought to identify the central problems, issues, and directions of American education to 1980 and beyond; project a reasonably attainable set of conditions and changes for coping with those problems, issues, and directions; articulate strategies for maintaining continuing change; and propose structural arrangements to support desired changes and strategies. The focus is on metropolitan settings. The first part of the report contains, in abbreviated form, essential arguments, proposals, and recommendations. The second part includes four task force reports: education in 2000, education and schooling in 1980, strategies for change, and institutional arrangements in 1980. To deal with change, continuous planning must be effected by creating autonomous national policy planning centers. The formulation of regulations and the decision-making process must be decentralized, educational opportunity must be provided on an individualized basis, the curriculum must be overhauled, and research must be conducted in all the stated areas.

9. Fantini, Mario D., and Young, Milton A. Designing Education for Tomorrow's Cities. 1970. 172 pages. ED 058 365 Document not available from EDRS. (Available from Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017. $3.10.)

   This book provides a framework enabling communities to identify the kind of educational system most relevant to their needs. The development of new communities such as Fort Lincoln, Washington, D.C., offers an opportunity for a major new approach to the problems facing education. In Fort Lincoln there are no constraints in terms of existing school facilities or an existing bureaucracy. A totally new system can be conceptualized. The Fort Lincoln system would be under the District of Columbia Board of Education, which would supervise the almost autonomous system through a newly created Special Projects Division, an organizational innovation with which the larger system increases its capacity for facilitating and coordinating the development of various subsystems. The Fort Lincoln system would serve as a proving ground for programs that will be fed back to revitalize and renovate larger systems. Such a strategy provides an opportunity to produce an educational system to meet the challenges of the twenty-first century and the urgent needs of society today.

10. Faure, Edgar, and others. Learning to Be: The World of Education Today and Tomorrow. Paris, France: United Nations Educational, Scientific, and Cultural Organization, 1972. 313 pages. ED 070 736 Document not available from EDRS. (Available from Unipub, Inc., 650 First Avenue, New York, New York 10016. $6.00.)

The report of the International Commission on the Development of Education assists governments in formulating national strategies for the development of education in a changing universe. The authors emphasize the need for an international community reflecting common problems, trends, and goals; the promotion of democracy through education; the opportunity of every individual for self-actualization; and the need for life-long education. A section on findings traces the past roots and development of education; examines educational practice today; identifies the needs, resources, and means for education; and suggests a basic reconsideration of educational structures and concepts. A section on futures examines the challenges of education, including progress in science and technology offering great potential and knowledge but contributing to problems concerning the distribution of wealth, environmental destruction, and threats against justice. The focus is on pedagogic discoveries. Education should work toward a scientific humanism, social commitment, creativity, and the complete man. The final section, towards a learning society, examines the role and functions of educational strategy, elements for contemporary strategy, and methods of building solidarity among all countries.

11. Fresno City Unified School District. Configurations: Design for the Future: PROJECT DESIGN. Educational Master Plan, Fresno, 1969, Volume B. California: 1969. 185 pages. ED 038 776 MF $0.65 HC not available from EDRS.

    Seven major factors were identified during the development of PROJECT DESIGN and are considered crucial to effective educational planning for the future in Fresno, California: the direction of future social change; school management needs; school district philosophy, values, goals, objectives, policy, and regulations; interagency cooperation for planning; alternative models of educational change; sources of educational finance; and special problem-solving procedures. This volume presents a summary of the educational master plan model, designed to accomodate each of the major factors, and lists project publications and participants.

12. Goldman, Samuel. "Futurists" in Education. In-Service Program for CERLI Staff, 1968-1969. Final Report. Northfield, Illinois: Cooperative Educational Research Laboratory, Inc., 1969. 54 pages. ED 036 883 MF $0.65 HC $3.29.

    Today an alienated generation of students is demanding change within educational institutions. In institutions under pressure, there has been no guiding principle or integrating philosophy behind the changes that have occurred. In recognition of this lack, educators are becoming

concerned with long-range planning, and the Cooperative Educational Research Laboratory, Inc., staff has undertaken an inservice program to develop long-range regional educational plans. Stated objectives are to assist participants in developing a mind-set for examining future developments in the region, to analyze the present educational posture of the region in light of projected developments, to create models of alternative futures, to devise viable strategies for moving toward these futures, and to make recommendations to key educators and policy-makers concerning the future of education in the region. Certain conclusions and recommendations follow: the scope of such programs should be developed with time, resource, and personnel constraints in mind; meaningful data must be collected; not everyone should work on futures; and sessions on futures should be held in retreat settings to free minds from past and present.

13. Gresham, Robert L., and others. The Albuquerque Story. Future Schools Study Project. Final Report. New Mexico: Albuquerque Public Schools, 1970. 157 pages. ED 043 949 MF $0.65 HC $6.58.

This report summarizes chronologically a three-year project to study the types of schools needed for the future in Albuquerque, New Mexico. The major recommendation of the study is that an educational park be established in the downtown area to provide enriched opportunities for pupils from widely different backgrounds and to serve as an experimental model for modifications in future parks. A summary of project activities, some basic recommendations, an evaluation of the project's initial two years, and plans to implement recommendations are included. In addition, a list of reports and publications by project staff illustrates the exploratory nature of the project's three-year period.

14. Hawaii State Department of Education. Futuristics. Social Studies. Secondary Education. Honolulu: Office of Instructional Services, 1971. 24 pages. ED 054 001 MF $0.65 HC $3.29.

One of a series of individualized instructional packets designed to help students and teachers as they plan secondary social studies objectives, evaluate learning, and develop curriculum, this report is focused on intermediate students. The packet includes a pretest and posttest; three lessons with major generalizations, behavioral objectives, and learning activities listed; and three readings. Man's technological advances have brought about rapid changes, making it possible for man to live a "better" life; technological changes have also created problems. will bring about many new problems, and will intensify those problems in the future—overpopulation, congested highways, and pollution are among the problems cited. In the future, change will occur at an even more rapid pace. Continuing change will require planning on the part

of the people, government, industry, scientists, experts, and a progressive educational system to minimize the problems. Accordingly, specific behavioral objectives include identification of the advantages and disadvantages of technological advances, identification of changes that may take place by the year 2000, and identification of specific tasks to be performed by society in preparation for the future. Discussion, independent reading, and resource utilization are part of the inductive and deductive approaches indicated in the packet.

15. Hirsch, Werner Z. "Planning Education Today for Tomorrow." Urban Affairs Quarterly, 2, 1 (September 1966). Los Angeles: University of California. ED 019 757 Document not available from EDRS.

In three areas of responsibility—policy consideration, program formulation, and program administration—educational planners are relatively unprepared to make decisions affecting urban education in both the immediate and distant future. These three fundamental responsibilities involve identifying educational objectives, opportunities, problems, and solutions; formulating educational programs to meet the recognized needs; and effectively administering the resultant programs. A metropolitan education outlook station is proposed as an interinstitutional planning center to offer local units unified information and a common source of expert advice. Various ways to plan and utilize such a facility are outlined. Potential problems such a facility could help solve include time-energy expenditure for the increasing proportion of older adults, utilization of intellectual talent, use of computerized information systems, and vocational training for the technologically displaced worker.

16. Hirsch, Werner Z., and others. Inventing Education for the Future. 1967. 353 pages. ED 021 450 Document not available from EDRS.

Educational enterprise must keep pace with the rest of society. Unfortunately, one by-product of the rich tradition in education is enough inertia to make the machinery cumbersome and slow to respond to a changing environment. Changes in education must be brought about because of increased longevity in the lives of the population; increased automation in production and service, necessitating an upgrading of the work force; technological changes demanding training against obsolescence; and increased leisure time and improved standards of living, both of which provide opportunities to educate for citizenship as well as for a career. Several innovations have been or can be used to realize the necessary changes: computerized instruction, educational games (which seem to be particularly suited for disadvantaged groups), and improved planning and forecasting techniques for economic and administrative purposes. Prospects for change depend on such inhibiting or facilitating factors in society as traditional morality, social

values, and the attitudes of legislators, teachers, and parents.

17. Husen, Torsten. Present Trends and Future Developments in Education: A European Perspective. Peter Sandiford Memorial Lectures. Toronto, Canada: Ontario Institute for Studies in Education, 1971. 48 pages. ED 054 028 Document not available from EDRS. (Available from Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada. $2.00.)

    In these three lectures, the author approaches the study of the future with a respect for its intricacies and elusiveness, and he discusses the schools of the future from social, economic, and political perspectives. The essays are entitled, "The Purposes of Futurologic Studies in Education," "The School in Contemporary Society: A Swedish Point of View," and "Functions of the Schools of the Future." Topics include the purposes of futurology, assumptions about society at large and about education, developments in advanced European educational systems, and the problem areas of mass communication, health, family and leisure, bureaucratization, and manpower needs.

18. Leeper, Robert R., editor. A Man for Tomorrow's World. Papers presented at Association for Supervision and Curriculum Development annual conference, San Francisco, March 1970. Washington, D.C.: Association for Supervision and Curriculum Development. 91 pages. ED 072 533 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. NEA Stock Number 611-17838, $2.25.)

    Three papers emphasize the present and urge consideration of the problems and challenges of man's future. In "Education for Genuine Community," Samuel D. Proctor cites the need to strive for a new momentum toward community as a possible solution to societal problems. Theodore Roszak, in "Educating Contra Naturam," argues for the conception and implementation of new understandings of the realities of organized education. Alexander Frazier reviews the quest of a generation of school people for an instructional program conceived as adequate for the grand curriculum—life itself—in "Here and Now: Points of Decision in the Quest for a New Curriculum." The second part of this publication consists of two papers representing official statements of the Association for Supervision and Curriculum Development: "The Generation of New Understandings: A Program of Study and Action" and "The Quality of Life and Society in the United States."

19. Marien, Michael D. Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts, and Proposals. Syracuse, New York:

Educational Policy Research Center, Syracuse University Research Corporation, 1971. 242 pages. ED 071 998 MF $0.65 HC $9.87. (Also available from EPRC Publications, Educational Policy Research Center, 1206 Harrison Street, Syracuse, New York 13210. $5.00.)

This selected bibliography contains literature from before 1950 through 1971 on educational policy-making, confining itself to trends, forecasts, proposals, and recommendations. A foreword to the work gives information on coverage and categorization, observations on the literature, and recommendations for future work. Each document is presented with an annotation. Topics range from general educational and social trends to facilities and curriculum in elementary, secondary, and higher education. Preschool, adult, and religious education are covered, as are plans and forecasts in education. The text cites relevant periodicals and bibliographies. Documents are indexed under the headings major author, organization, selected subjects, and bibliographies.

20. Organisation for Economic Cooperation and Development. Alternative Educational Futures in the United States and in Europe: Methods, Issues and Policy Relevance. Proceedings of Conference on Policies for Educational Growth, Paris, France, June 1970. Paris, France: Centre for Educational Research and Innovation, 1972. 195 pages. ED 072 508 MF $0.65 HC $6.58. (Also available from OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue NW, Washington, D.C. 20006. $4.25.)

Four papers by noted educational planning experts cover most implications of undertaking futurological studies in education. Louis Emmery, in his "Alternative Educational Futures and Educational Policy-Planning," summarizes the three papers that follow and stresses the importance of viewing alternative educational futures in the context of policy planning or second generation educational planning. Torsten Husen then describes three major purposes of exploring alternative educational futures. Warren Ziegler develops a taxonomy of five models synthesizing current practices of American long-range educational planning. Finally, Willis Harman focuses on alternative future states of American society that represent, in some sense, alternative dominant belief and value systems.

21. Sanders, Donald P. Planning for Educational Development. Columbus: Evaluation Center, Ohio State University, [1967]. 33 pages. ED 030 974 MF $0.65 HC $3.29.

Planning for development in education is a process that requires fundamental changes in people's world view, attitudes, knowledge, and skills. To satisfy future requirements for educated individuals, the educational system must be viewed as an instrument for the attainment of human

goals, and planning must determine how many persons must learn what and how well. Because the existing system will constrain both the targets set and the direction of future changes in the system, the first step in planning is an assessment of the system. Assessment involves a "mapping" of the educational system on a disaggregated basis, with a breakdown into operationally useful divisions. Trends in the influence of private institutions must be anticipated, since such influences are less manageable from the public sphere. Complete data in such relevant categories as capacity, efficiency, effectiveness, and cost must be gathered and targets set and linked to specific educational institutions, working backward from the targets to the required inputs. Limited resources will require that priorities be established among the targets.

22. Saylor, J. Galen, editor. The School of the Future—Now. Prepared by Association for Supervision and Curriculum Development Council on Continuous Education. Washington, D.C.: Association for Supervision and Curriculum Development, 1972. 136 pages. ED 072 534 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. Stock Number 17920, $3.75.)

    A conference provided the medium through which the views and recommendations of expert teachers, administrators, and college personnel concerning the kinds of schools needed for the education of children from age two to adulthood could be formulated and disseminated to the profession. In the first speech, Richard L. Foster analyzes institutional structures, program and curriculum patterns, teaching methods, and human relationships restricting the full measure of individual development that should characterize the schools. Milly Cowles pictures the kinds of schooling needed for infants; Charles A. Blackman, for later childhood; Donald H. Eichhorn, for the emerging adolescent; and Mark Shedd, for the adolescent and young adult. Jack R. Frymier outlines a total program of education for the future, from the age of two to adulthood. William M. Alexander discusses ways in which school systems should work with their individual communities to create the schools of the future, and he details processes that will involve all concerned persons in the community with the development of the types of schools currently needed.

23. Waterbury, Kenneth B. Long Range Planning for Public Schools, Presenting an Outline to Indicate Scope of Long Range Developmental Program, 1967-1977. Pennsylvania: Butler County Board of School Directors, 1968. 24 pages. ED 018 865 MF $0.65 HC $3.29.

    School districts have a responsibility to develop a complete evaluation of every facet of their educational programs. They must project probable

situations and change the educational program now to meet those situations in the future. The material in this document is in the form of an outline to help a school district develop the long-range planning program required from every district in Pennsylvania. The outline covers the community, the educational systems, school facilities, and school finances.

24. Ziegler, Warren L., and Marien, Michael M. An Approach to the Futures-Perspectives in American Education. New York: Syracuse University Research Corporation, 1970. 107 pages. ED 046 046 MF $0.65 HC $6.58.

This paper discusses the Futures-Perspectives in American Education, a method of educational planning attempting to speculate comprehensively and systematically about long-term possibilities in the educational domain and the social environment. The first part is concerned with the meaning of speculation on the future. Methods for thinking about educational futures are presented with the underlying assumptions that education is not an isolated set of phenomena independent of other sectors of society, and that, consequently, planning must occur in conjunction with speculation on changes in the technological and societal environment that might affect education. The second part reviews plans for the future of education. Five models have been developed to synthesize major methods of viewing the future: the future as present, the future as extrapolation of the present, the single alternative future, the technological future, and the comprehensive future. The third section of the paper presents the conceptual, organizational, and methodological problems involved in the futures perspective. Two critiques of the paper are also included.

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